

atmosphere. The first thing which strikes one in looking at the Moon, is a quantity of what appear to be huge volcanic craters. We have every reason to believe that an observer looking at the volcanic parts of the Earth would see it to be much like the surface of the Moon. It is very probable that the surface of our satellite was once rent by mighty earthquakes and active volcanoes, but since man has examined the Moon none of the volcanoes have ever been observed to be active. These volcanoes are far bigger than any we have on the earth. This is because they are not worn away by water and atmosphere. The Moon's greatest volcano is Tycho. This gigantic Mountain has a crater more than 50 miles broad and 3 miles deep. A curious phenomenon is that it appears to reflect a light in star like rays. There are also a succession of broad plains or rather rocky deserts such as the Mare Clausum. An inhabitant of the Moon would find it very difficult to travel over its surface, because it is rent by a network of deep abysses often a mile or two wide and so deep that we are unable to see to the bottom of them. It has been thought by some observers that in some of the valleys a sort of gass is just discernable, but what ever it is, it is not enough to support any living thing.

It is well known that the Moon has an influence on the tides. The Earth, in revolving round the Sun and on its own axis, uses that power which we call energy. The Moon pulls the tides in the opposite direction to that in which the Earth turns round. The tides however in doing this must necessarily expend energy which they draw from the Earth. But the Earth has no source from which to draw its energy. The result is therefore inevitable. The Earth has less energy and consequently its speed is slackening. This slackening is however so slight as to be almost imperceptible in 1,000 years. This has to do with the Earth-Moon system. There was a time when the Moon was much closer to us and the Earth took only 23 hours to complete its revolution. We can go on looking back into untold ages till the Earth and the Moon revolved around each other actually in touch.

What do we know of gravitation and its laws?

Gravitation is that law by which every particle in the heavens attracts every other particle with a force which varies according to the distance between the particles.

The simplest illustration of this law is that any article dropped near the surface of the Earth will at once fall towards it with a velocity which grows as it gets nearer to the planet.

On different heavenly bodies the strength of the gravitation varies according to the materials which compose them. Thus a workman on the Moon could carry a load seven times as heavy as on the Earth, and a very much lighter one on the Sun.

Kepler discovered by diligent observation three laws which state that the path of a planet is an ellipse, that this ellipse has some eccentricity, and that a planet revolves with uniform velocity. But he was unable to give any reason for these laws. Newton was however able to explain them on the principle of gravitation. Supposing that the Earth was not under the law of gravitation it would go on through space in an absolutely straight line. The attraction which all the other heavenly bodies and principally of course that of the Sun has on the earth, cause it to go round in an ellipse. If the attraction of the Sun makes the Earth revolve round it, the attraction of all the other planets account for the eccentricity of its orbit.

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II.—What led to the first missionary journey of St. Paul? Describe the start.

St. Paul, when out of his Church at Antioch and the Christian meetings, was surrounded with vivid illustrations of the wickedness and idolatry of the heathen life of those times. Not contempt and disgust, but pity, real pity must have filled his soul. Not idle pity either: that pity which leads to action. The people went to the Synagogue and were exhorted regularly by the Rulers to keep the law of Moses. This last perhaps St. Paul did not feel so much, but the fact that they were in utter ignorance of the wonderful advent of the Saviour, that noble act of self-sacrifice which could free all their souls but for the asking.

Heavy responsibility which they must have felt deeply lay upon the heads of Paul and Barnabas when they undertook to answer the cry—"Come over and help us." The journey also was dangerous—they might be stoned and killed for all they knew. The Church at Antioch would miss its two leading supporters, but they "laid their hands on them and sent them away." They just journeyed north into Selencia and from there embarked for Cyprus. At Salamis they stopped and preached, and we are told of John's presence as their minister. Paphos, at the other side of the island, was next visited, and it was here that Paul's first miracle—the blinding of Elymas—was performed.

COMPOSITION.

I.—Write a ballad, which must scan, on (a) Joan of Arc,* or (b) Livingstone, or (c) the Phoenix.

Joan of Arc in days of Yore
Led the men of France to war:
She was martyred at Rouen—
Slaughtered by the Englishmen.

* A child of 9 from an Elementary School has succeeded better with this theme, as have many children doing Secondary work.

THE GIRL LEADER.

We all have heard of Joan of Arc,
The girl of long ago,
Who said she heard the angels
Telling her to go.
And she went,
The girl that God had sent.
She led her men to glory,
She led her men to fame,
And soon they looked to heaven
And blessed her very name.
But the time has come;
She must go home.
She fell in cruel English hands.
Ah! sad 'tis to relate.
They tried her. She was burned.
How horrible her fate.
And the flames all mounted higher
As she stood in the blazing fire.
As they watched she called out "Jesus!"
But that voice of hers sounds faint.
And an English soldier standing by
Cried, "God! we've burned a saint."
But we must not now forget
Her soul on high lives yet.

[This is entirely the child's own idea of making poetry—no lessons have been given.—TEACHER.]

She came of simple peasant folk,
Under the Burgundian yolk :
Herself was but a village maid,
And yet her glory ne'er shall fade !

She sat one day beneath a tree,
And there she thought that she did see
Angel hosts in raiment bright
Who bade her for her country fight.

They told her of the wrongs of France ;
Told her she had now a chance
To fling from off her land the yolk
Of all the wicked Englishfolk.

She fought—she conquered—and she died—
The English thought in their blind pride
She was a witch—and burnt her :
So she became a martyr.

11.—Write a short essay, on (a) the play Henry IV., showing the action of the most important characters, or, (b) the possible Peace terms.

Although named, of course, after the reigning king, this play seems to dwell more upon the character and early actions of the Prince of Wales, afterwards Henry V. In his youth he was nearly always among coarse companions and was rarely seen at court. Henry IV. compares him unfavourably with Harry Hotspur, the son of Earl Percy of Northumberland, who took part in the rebellion and the alliance with Owen Glendower. At the battle of Shrewsbury, however, he shewed himself in quite a different light, taking command of some of the English soldiers, and killing Hotspur with his own hand.

Sir John Falstaff was a sharer of the Prince's coarse frivolities, and urged him on to a certain extent. His behaviour at the battle shows what an abject coward he was. The old king was worn with his political troubles, and was glad enough when his son came back and took his place in the Council where it had been supplied by his younger brother.

DICTATION.

Therefore, friends,
As far as to the Sepulchre of Christ,
Whose soldier now, under whose blessed cross
We are impressed and engaged to fight,
Forthwith a power of English shall we levy ;
To chase these pagans in those holy fields
Over whose acres walked those blessed feet
Which fourteen hundred years ago were nailed
For our advantage on the bitter Cross.

LITERATURE.

I.—Describe " Prince Hal " in peace and in war. (Henry IV.)

Henry, Prince of Wales, was well styled "Madcap Hal." His doings at the tavern at Eastcheap were certainly not in keeping with his high rank. His companions usually consisted of Falstaff, Bardolph, Poins, Francis, etc.; the former usually called him familiarly—"Hal." They arranged one night to rob a band of travellers known to be carrying much money. They formed themselves into two parties, Falstaff heading one, the Prince the other, and at different posts along the road.

Falstaff coming on them first robbed them without Prince Hal's taking any share. The latter, not to be done out of the money fell upon Falstaff and robbed him, he not knowing who his assailant was. This incident is just descriptive of the mad prince's behaviour. He rarely showed himself at court, but spent his time making mischief with his coarse companions. Stories of him having reached his father's ear, he called him up and administered a rebuke.

In war-time the Prince quite changed his character. He promised his father that in the coming fight against the Percies' rebellion he would bear himself better. He certainly did show himself in a different light. He took command of part of the army, consulted the generals, and took an active part in the fighting.

II.—Write a short account of Chaucer. What do you know of "Palamon and Arcite?"

Chaucer was a country gentleman of about the middle class. He was, we are told, very poor, and he wrote a poem to King Richard II., complaining how light his purse was, and how he wished it was heavier. In reply to this the King sent him a good pension, which enabled him to live comfortably all the rest of his life. He had a son to whom he was devoted, and wrote a book to help him in his studies. There is a most curious preface touching the capacities of the young mind. Chaucer wrote "The Canterbury Tales," the work for which he is most noted. In the Prologue he describes the pilgrims going to the shrine of Thomas à Becket at Canterbury. He makes each one of them tell a tale. Some of these are coarse but others are full of knightly deeds and chivalry. Other works than this by Chaucer are not as well known as they deserve to be. The "Tales" are full of quiet humour and the style of verse is swinging and song-like.

Palamon and Arcite were two young Theban knights who had been captured by Theseus, Duke of Athens. They were cousins. One day as they bemoaned their fate in their cell, Palamon looking out saw a lady of unearthly beauty walking in the garden. Arcite saw her too, and both fell in love with her at the same time. They could do nothing however, and so they remained in prison. A friend of Arcite's happened to be lodged with Theseus at that time, and he procured his release. Palamon remained in prison.

Arcite returned to Thebes, but he could not rest for thought of Emily, for so the lovely lady turned out to be called. So he consulted the oracle of Apollo, and was bidden to return to Athens. On getting there no one knew him, and he lived as a squire in high favour with the Duke.

One day as he was wandering through the forest Palamon suddenly sprang out upon him from the thicket, crying "I am Palamon, thy mortal foe." They arranged a fight the next day. This fight was interrupted by Theseus himself and his wife Hippolyte and Emily. He stopped them, and after a conference they arranged a fixed tournament. The morning before, Palamon went to the temple of Venus, the goddess of Love, to pray for victory. He received favourable signs. Arcite went to the temple of Mars, god of War; he also received favourable signs. Emily went to the temple of Diana, goddess of the Hunt, and prayed that neither of her suitors might win her hand. The goddess appeared to her and said that she should marry the one she loved most.

The Tournament was long and wavering but at length Arcite's side won. As he rode down the lists to greet Emily a sudden fire caused by Saturn, Venus' father caused his horse to shy, so that he fell on his head and died soon after. Emily then married Palamon.

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III.—What do you know of (a) the Poet King of Scotland, or (b) Piers the Ploughman.

(a) When Prince James of Scotland was yet a boy he was sent by sea to be educated in France. Edward III. was on the throne of England at that time, and Scotland and England were enemies. An English ship took the ship on which Prince James was and made him prisoner. He was taken to England and there kept in prison.

He was kept in prison until he was a man. The English treated him kindly, and they certainly looked after his education well. He grew very fond of books and poetry, and was taught to read and write French, Latin, and Greek. He thought a great deal and one night when he could not sleep he thought he heard a voice bidding him write down his past life and his thoughts. He says that one day he saw in the garden a "fair fresh flower." A beautiful lady was walking down below. James knelt by the window and gazed his heart out. This lady was Lady Jane Beaufort, the King of England's cousin. They were very glad when they saw James loved her, and they were married in England. Then they went to Scotland and were crowned at Scone.

James I. of Scotland lived happily many years, until one day he was betrayed by traitors. There was no escape for him. The bolts of the door were gone. One brave lady, Catherine Douglas, thrust her arm through the loops where the bolts should have been, but she could not keep them out. After a brave fight, King James was run through with a sword from behind.

ENGLISH HISTORY.

I.—Write a short account of John Wyclif, with dates.

Wyclif's teaching was, in a way, very like that of Martin Luther years after; and planted the seed of the great Reformation. His chief doctrines were concerning Transubstantiation; the wealth of the clergy, and real ignorance of the poor as to religion. He wrote a book on these things—"On Civil Lordship." The Bible at that time was written in Latin, and in Latin only. Wyclif preached against this, saying that none of the poor could read Latin and therefore knew nothing of the Bible. He preached all these things at the University and in consequence was expelled by special order. He then went into the country, and preached and taught there. His followers were known as "Lollards." He is most famed for the fact that he brought the Bible to the people, that is to say, he translated it into English. This aroused the Clergy's hatred of him. They deemed it Sacrilege to put the Lord's word into everyday language. When Wyclif grew old he retired to his country rectory, and wrote there until the end of his days.

II.—Describe the Peasants' Revolt.

The peasant's grievances were certainly enough to make them rise in rebellion. They were bound, by law to serve their lords, for a very little pay. They were bound, as it were, to the soil; its cultivation being their chief employment. After the Black Death had carried away so many of the working classes, the food became very scarce, and therefore very dear. The peasants demanded higher wages. This was refused. Soon after, headed by Wat Tyler and Jack Straw, a whole mob of angry peasants, maddened by their wrongs, formed themselves into an army, armed with bows and arrows, sickles, and all kinds of agricultural implements; then they began to burn, pillage, slay and plunder, among the houses of the rich gentry, putting to death several notable persons. Then they turned their faces on London.

The young King Richard II., hearing this, rode out to meet them, at the head of a band of knights and followers. On meeting them, Wat Tyler threatened him with his sword, and the Mayor of London slew Wat with his dagger. A shout for vengeance was raised. Then Richard rode forward, saying that he would be their leader, and bid them return to their homes. The revolt was stopped for the time. Richard granted them some petitions, but then his ministers drew up lists of the leading peasants, and had them hanged without mercy. Richard could not stop them, and perhaps he did not wish to.

III.—What do you know of Scotch affairs in the reign of Edward III.?

When Edward III. was but a boy, and the government was being managed by Mortimer, Robert Bruce, though old, feeble, and smitten with leprosy, was in Scotland, stirring the people against English rule, and trying to wring from Mortimer a proclamation of Scottish independence. They plundered and ravaged on the border. At last an English army marched north, Edward III. with it. The Scotch soldiers were superior in equipment to the English, and when the armies met an utter rout ensued. Mortimer had, though against his will, to acknowledge complete Scottish Independence.

Edward threw off Mortimer and took the government into his own hands. He had a claim to the throne of France, so France being England's enemy, Scotland made an alliance with her. They helped each other considerably.

Balliol was now the claimant to the Scotch throne. There were now civil troubles in Scotland, and Balliol could not keep the throne. Edward thought now was the time to interfere. He met the Scots at Halidon Hill. They attempted to cross a marsh, but the English arrows poured on them and threw them into confusion. A rout ensued. Edward now placed Balliol on the throne as his puppet. Balliol was weak, and it needed all Edward's tact to keep him on his throne.

The Scots were defeated again at the battle of Neville's Cross later in Edward's reign. Their king then was David Bruce.

GENERAL HISTORY.

I.—What do you know of Italy in the Fifteenth Century?

During the "Babylonish Captivity" the pope had been residing at Avignon, but when the Great Schism started he (the Urbanist pope) returned to Rome. There was constant rivalry among the Italian States, especially those of the north—Venice, Florence, Milan, etc. Venice was by far the most compact of these, and was rather like republican Rome in its orderliness of life, good government, and laws.

Italy was the home of the first feelings and thoughts that led to the Renaissance. It brought an eager love of learning. Greek and Latin were diligently studied, and the old classics read. But the Renaissance does not only mean this. It means a thirst for reformation in the ways of living, a greater orderliness of government. It was Florence that bred these feelings. The best art of the Renaissance times comes from Florence. The man who tells us about the Renaissance is the Great Italian Poet Dante. His work is marvellous in its feeling. He is certainly the greatest Italian poet; if not the greatest ever known.

II.—Give the causes and chief events of The Hundred Years War. Show the English claim to the French throne.

At the time that the English had held French soil neither party had been entirely satisfied. The French, not liking the prosperous English provinces

so near their own, naturally made some effort to throw them off. The Burgundians were in Alliance with the English, and so the French were surrounded by enemies. The English held the country about Brittany and Normandy on the north, and some more to the west of which Bordeaux was the capital: the Burgundians held vast domains in the east: what was left was French. The English plundered and ravaged, and seemed to entice them on to war. Again, Edward III. had a claim to the French crown and so war broke out.

England now was in a sore strait,—the Scots pillaged the borders, and the French ravaged on the southern coast. The French sea power was broken in a fight at Sluys. Then Edward invaded France: he marched through the land ravaging everything. He met the French host at Crécy, and thanks to his archers utterly defeated it.

Peace was made for a time. Not for long, however. The Black Prince was in the west of France, and war broke out again. The south of France, so far untouched by war, was rich. The Black Prince march eastward, plundering as he went: when he turned west again, his army was laden with booty. He met a French army far more numerous than his own at a village called Poitiers, and utterly crushed it. The English had also taken Calais soon after the battle of Crécy. Then for a time things ran more smoothly till Henry V. won his astounding victory at Agincourt.

Then, suddenly as it were, the tide of battle changed. With the advent of Joan of Arc the courage of the French returned and they won victory after victory until the last of the English possessions fell into their hands.

Philip IV. of France had three sons, each of which reigned in succession. After the last died there was no claimant to the throne, all the children of the kings being girls. Philip IV's fourth child, Isabella, had been married to Edward II. of England, and Edward III. was their son: so he claimed the French throne. In France there was a law that no woman could have the right of succession.

III.—Write a short sketch of the campaign of Joan of Arc.

When Joan of Arc did at last procure command of the French army, from the King, she set out at once for Orleans. She had on her side La Hire and the Bastard of Orleans, both brave and skilled generals. At first they tried to dispute her will, thinking it unwise, but in the end what she said always turned out to be right. She soon raised the Siege of Orleans, and had the dauphin crowned. She soon won the love and respect not only of her soldiers, but of her generals. The English soon began to think she was a witch, and got her power from the devil: they fled from before her. At Patay she won a decisive victory. She then considered her work over, and asked the King to let her return to her native village, Domrèmy. He, however, finding her so useful, refused. So she went on with her work: her soldiers did not love her so much as they used to, and her generals began foolishly to be jealous of her. She was captured by Burgundian soldiers at Compiègne, no one making an attempt to save her. She was handed over to the English, who firmly believing her to be a witch, burnt her at Rouen.

IV.—Describe, with sketches, some prehistoric British remains, saying where they were found, and what they tell us of the ways of the people.

The carved reindeer on the bone handle is about the earliest example of art in the world. The man who carved must have little guessed that he was the first sculptor. These ancient people must have had some taste for the beautiful, or else they would not have thought of sketching this animal on that bone handle. This came from a French cave.

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The remains of an ancient British warrior came from a barrow in Devon. All his family and personal belongings were found near him. The well-made bracelets and necklaces and part of his armour were all buried with him. The children too, had their own possessions with them. Near the women were found their needles of bone, whorls, and trinkets (4 drawings).

The cells from Gray's Inn Lane and Herne Bay must have been laboriously chipped by their ancient possessors. A good many of these flints have been picked up out of gravel heaps, others found imbedded in rock or soil.

CITIZENSHIP.

I.—“So Lycurgus travelled about in the world as a stranger.” What do you know of his travels?

On quitting Sparta Lycurgus went to Crete, then called Creta, where he stayed a while observing the Cretans' manner of government. The order of their commonwealth and senate pleased him, and he decided it was what he wanted for the reformation of the country, state, and public laws of Lacedæmon. He also made friends with some of the notable men and leading statesmen. When he left Creta he travelled eastward. He lingered on the borders of the Mediterranean Sea and then went east across country, noting all he saw as he went, and observing the customs of all the different peoples he passed by and stayed with. He passed through Syria and Assyria and Babylonia until he came to Persia and India. He lingered there a time and then came back west. Always noting what he saw he came upon so many governments that he got all the wiser as to how he should manage that of Lacedæmon. He went to Creta again, and there opened his plans to some who he hoped would help him. Then he went back to Greece, and there made his celebrated laws. He left Greece once more, before the event of his extraordinary death, by starving himself.

II.—What do you know of (a) the games Olympical, or, (b) the sharp sentences of the Laconians?

(a) The games Olympical had been only held at Athens and Olympia before Lycurgus. Not only did he mean them to serve as an enlightenment for the people watching them, but also to raise within their hearts love for noble actions and chivalry. It would train the young men for war and improve the physical condition of their bodies. The people were kept down by Lycuignus' laws, and forbidden anything but a strict and serious mode of living; so the games helped to make them merrier and more enthusiastic. The ordaining of the Games shows that Lycurgus was a man of peace as well as of war.

(b) All the celebrated men of the time were high in praise of the laws of the Lacedæmonians and their orders of life, and felt that they would rather be citizens of Lacedæmon than of any other city. Agis, Demeratus and Theopompus all mentioned this.

III.—What conditions make a prosperous country?

If a country is not to rely entirely on imports she must get as much worth out of her land as possible. England has, of course, her vast dominions upon which to rely: but even then carrying imports across the sea costs a great deal, and the English soil is on the whole rich.

The great object is to cultivate the soil as well as possible: of course this takes a lot of manual work: but the mechanical contrivances which have been invented of late years, have saved a great deal of this. The poorest

ground can be made, by diligent manuring, to sustain a crop of some kind; different crops are suited to different soils, and must be arranged accordingly. Since the act of parliament concerning the Rotation of Crops was brought in, the produce has been better. It must be remembered that the farmers and workmen cannot work on nothing, and that has to be provided for by the government.

GEOGRAPHY.

I.—Discuss the general formation of Africa. Illustrate with a map.

Africa is a vast unbroken continent. Unlike Europe it has no large gulfs, bays, or promontaries. Its centres are so utterly unreachable, due to absence of lakes, rivers, etc. It is a vast plateau, something like the deccan of India, utterly unbroken save for the coast-lands and the river valleys. The high mountains are scattered—the Atlas mountains to the north-west, the Abyssinian plateau to the east, lower down the Drakenburg and Livingstone mountains, the land getting high southwards, till it ends in the Cape and the Table Mountain. Below Abyssinia two tall mountains, Kenia and Kilimanjaro stand out alone. There is a great piece of sandy waste, stretching across French West Africa, called the Sahara, or Great Desert. The large rivers are few. The great Nile, flowing into the Mediterranean; the Zambesi, farther south, flowing east. and the Orange river. The river Congo flows over almost all the Belgian Congo, and empties itself into the Atlantic; the Niger penetrates into the southern regions of the Sahara.

There are some large lakes too. Lake Chad is a salt lake in the eastern Sahara. (*Map of Africa with 41 details*). The river Nile finds its source in the Victoria Nyanza, a great lake in the east of Africa. There are a good many lakes about there—L. Rudolf, L. Albert, and L. Tanganyika. There is a large island, Madagascar, off the east coast. To the north-west of Africa but far out to sea are the Canaries, and in the same position, but much lower, St. Helena.

II.—Give some account of the Soudan.

The Soudan is the vast region stretching across the middle of Africa. It is not, of course, so bleak and bare as the Sahara, but consists of an almost impenetrable region of thicket, tangled forest, and a perfect maze, in places, of rivers, streams and marshes. Its peoples and population are very varied and differ greatly: for the most part the tribes are negro, especially to the west. The southern coast of the Soudan,—Ashanti, the Gold Coast, Dahomey, etc.; are very unhealthy for Europeans. Ashanti and the Gold Coast are British: Dahomey is French, the people there are the only cannibals left in Africa. The thick forests are the home of all kinds of wild animals and reptiles. The climate being almost tropical the hot vapours that rise from the marshes are most unhealthy. The rivers that penetrate furthest into the Soudan are small and unnavigable.

III.—What new frontiers have been discussed by the Peace Conference?

The German frontier is of course the most important. Alsace-Lorraine has been returned to France. It has been proposed that an independant state called the "Rhenish Republic" should be formed on the west side of the Rhine. Its east border would be the Rhine, and in size it would be a little larger than Luxemburg. Luxemburg is to remain as it is. The Austro-Italian frontier was being greatly discussed: also the division of the German states and of Austria-Hungary.

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IV.—“The Court was all in a hub-bub.” Why? Give an account (short) of the great battle.

Because the English flagship, “Prince Royal” had run into the sands, and had been set afire. The admiral had to change his ship. Some wounded sailors told the tale, and the flames rising out over the sea confirmed their story.

It had been reported to the English admiralty that the Dutch fleets were not ready for action, and so they were greatly surprised to sight them off the North Foreland. The English fleet was quite near them. A council of war was held. The English fleet of ninety ships was under the joint command of Prince Rupert, the Dukes of Albemarle and York, and others.

The Duke (of York) was for attacking at once. The Dutch van lagged behind, and the Duke dashed in to cut it off. He did not entirely succeed on account of an unfavourable wind; and could not use his guns to advantage. The dark then separated the fleets. Rupert was away, with his ships, and the English had about 60 ships to the Dutch ninety. The next day the English badly battered, were retiring, their number reduced to 28. Late the same day Prince Rupert's ships were sighted. Thus reinforced, the English fleet closed on the Dutch and battered it almost to pieces. With great difficulty it managed to reach its harbours. The Dutch fleet was commanded by De Ruyter and Tromp, son of the famous Van Tromp.

NATURAL HISTORY.

I.—(a) Draw the skeleton of a sparrow, naming its parts, and (b) show fully how and why a bird is fitted for flying. Account for exceptions.

(a) (*Drawing, with 21 details*).

(b) A bird's only way of escape from enemies is by flight, and therefore it has been well provided for to do so. The feathers, the chief flying feature are absolutely impenetrable for air, and beat it back with the motion of the wings. Each feathery hair on the strong wing feathers is joined to its neighbour by a number of minute hooks, so that it is very hard to tear them asunder. When the bird draws his wings forward he bends his wings at such an angle that the air can get through them, and so does not interrupt his flight. The tale, too, acts as a rudder in the air as it does in the water with water-birds: it helps to keep the balance: a bird without a tale is at an utter loss in the air. The muscles which pull the wing down are situated right across the breast, and are very strong. A bird's bill in flying acts as a kind of cut-water as he stretches his neck out before him. Birds' (or most birds', excepting waders) legs and feet are made so that they will tuck up neatly under the body when flying. The swallow or swift, for instance, both great flyers have got next to no leg; but their wings are long and pointed.

The birds known as ground-birds have limbs adapted, not for flying but for running. All British game birds are called ground-birds, because they feed on the ground, and yet they all can fly fast: they still retain their bird-like qualities. Our domestic fowl belongs to the game order, and yet cannot fly. This is because they have, in times past, taken to ground food, have resorted to running rather than flying from danger, and have so strengthened and developed their legs. The wings, so little used, became practically useless and feeble.

II.—What do you know about the plant and the soil?

A plant gets oxygen from the soil, and oxygen is found in air, therefore the best soil obtainable is that with plenty of air in it, which is termed “light.” Sandy soil is usually the lightest, as the particles do not lie close.

together and there is room for air. A thick, clayey, damp soil, with no air in it, is termed "heavy," and is not good for plants. Ground which contains most "humus" is the best. "Humus" is a natural cultivator formed out of decayed roots and leaves from dead plants. There is a layer of humus which does not go down very far in the soil. A light soil is better because it allows the roots to expand and the root-hairs to grow better than a heavy one. Light soil is usually the driest: the cavities between the soil-particles allow the water to escape quickly. The kinds of soil differ greatly as well as the flowers which grow on them—i.e., clayey, sandy, peaty, marshy, chalky, as well as stony soils, all have different plants which are suited to them.

III.—Describe, with drawings, the special study you have made this term.

Birds have always been a favourite study of mine, and, late Winter and Spring being a good time on account of the winter visitors, I have noted their habits specially this term. The cold drove them quite near the house, and I have fed them regularly with scraps from the table. The shyer birds are, of course the most interesting. (*Drawing of Partridges feeding*). In the cold winter days the partridges show themselves much more than in summer: I have seen them scattered all over a large field: when startled, however, they immediately form themselves into compact coveys and glide clucking across the nearest hedge. A heron visited our house one day (*drawing of heron fishing*). He walked down the stream on the ice. I went out and stalked him. His eyes were very sharp, I believe he could see me all the time. He had a long razor-like bill and stilt-like legs. His back was pale grey and his breast white with black markings. I could not help thinking how exactly he harmonized with the ice and snow around him.

I have only seen one brace of mallard this year—perhaps it was not cold enough weather. The fieldfares, bramblings, etc., had taken their leave long ago. The rooks are busy in the beech-trees and the jackdaws are hunting nesting places in the chimneys. One went right down my chimney and brought some soot with it. I love watching rooks walking and alighting on the ground; I think they must be the clumsiest birds alive.

GENERAL SCIENCE.

I.—Describe (a) Annulosa, (b) (with illustrations) each of the four classes into which the Annulates are divided.

(a) The creatures which belong to the sub-kingdom Annulosa are all what are roughly termed "insects"; and wrongly. Spiders, for instance, are often called insects, though they belong to a class all their own. The chief features of the Annulates are that they are all cold-bodied creatures and their blood is colourless. None of them have bones.

(b) The first class of Annulosa is Insecta, meaning insects. They have bodies which are divided up into sections; there are three of these—the head, the middle section, and the abdomen. The six legs, three on each side, and the two or four wings, all take root in the middle, or "waist." (*Drawing with 5 details*). All insects lay eggs, and go through a "metamorphosis" or change, when young. The butterfly is the best example of this. Insecta comprises flies, butterflies, ants, beetles, bees, wasps, and hornets. The beetles have got sheaths in which they can envelope their wings when at rest. Their jaws do not move up and down, but sideways, and are called "forceps."

The second class is Arachnida, meaning spiders (*drawing*). Spiders have got six legs and no wings, and are remarkable for the way in which they set snares for their prey, flies. At the end of the body there are two small

organs called "Spinarets," which produce the silken thread from which the spider weaves her web. Some of the threads on the web are sticky, and so hold fast the fly that touches them. Spiders are very numerous, and of all colours and sizes. The young spiders are hatched from eggs.

The third class of Annulosa is "Myriapoda," centipedes and millipedes. The word Myriapoda means many feet. "Centipede" means a hundred feet: centipedes have not quite as many as that. Their bodies are divided into many segments, each bearing two feet. "Millipede" means a thousand feet: they have got twenty pairs, and as many sections in their bodies.

The fourth class is Crustacea. All these have got a hardened outer "crust" or shell, and comprise the lobsters, crabs, etc. These are aquatic, and live in the sea. They have claws, two of which are very powerful.

II.—Describe the constellations to be seen in Spring.

Ursa Major, the Great Bear, and Ursa Minor, are very much alike, quite close together, and neither far from the Pole Star. Ursa Major is sometimes called the Plough, sometimes the Pitcher. It is quite easy to distinguish both in the star-groups, as the handle of the Plough is the handle of the Pitcher. It consists of four stars, set nearly square, which is the body of the Plough (or Pitcher), and the handle starts at the top corner star, and sticks up and then out: the last two stars are called the Pointers, which point pretty directly to the Pole Star.

Leo is another large Spring constellation. It represents a lion bounding forward with tail raised and head erect. The head is facing left and the feet and body are fairly well defined: the curved, lashing tail is known as "the Sickle."

Hydra, the water-snake, is a long, straggling constellation the stars of which are set irregularly, and are supposed to represent the waving motion of the snake's sinewy body.

Virgo, the virgin, is about the hardest to imagine. She is best distinguished by the long flowing folds of her garment, and her arm raised carrying the sheaf of corn.

PHYSIOLOGY.

I.—Describe the process of digestion and the organs employed.

When the food has been chewed up by the process of mastication and rendered fit for swallowing, it is directed by the tongue to the back of the mouth where it is siezed by contracting muscles and carried off down the Alimentary canal, which runs in front of the spinal column. Its process down the canal is made easier by Saliva. It passes down the chest into the Stomach, a hollow organ on the left hand side of the body. From thence it proceeds into the small intestine, which is a series of turns and twists. The digestion is aided by Gastric juice, which is secreted by the Gastric gland, which is about six inches in length. Another digestive juice comes from a large gland called the Liver, and is a greenish yellow substance called Bile, which effects important changes in the blood. From the small intestine the food enters the large intestine, which is much the same shape, but larger; and here the unwanted substance is carried off. There are numerous digestive juices in the body, each of which is produced by a certain gland.

II.—What are the characteristics of clothing? Discuss materials, textures and colours.

Clothing is meant of course to keep people warm in winter and cool in summer. The best material for this purpose is wool. It is the warmest thing

in winter and the coolest in the summer because it absorbs perspiration. That is why in summer it is always worn next the skin. One never wears muslin in winter and fur in summer, because it is not healthy: it is most injurious to be cold in winter; again it is very weakening to be too hot always in summer. So clothing has to be changed according to the seasons.

All clothing is made out of natural substances, greatly altered in the weaving. Wool is got from sheep, silk from silk-worms, cotton from the cotton plant. Leather is naturally very warm, being the skin of animals.

Very rough materials are never worn next the skin: they chafe it. Green is soothing to look on; it is nature's colour, and so cannot be injurious to the eye. Autumn tints are often red and flaring, but they come when the hottest days are over.

PICTURE STUDY.

Describe Van Eyck's—The centre panel of "The Adoration of the Lamb."

This picture represents the adoration of the Lamb by the "forty and four thousand," as described by St. John. In the centre on a crimson and gilt altar stands the Lamb, surrounded by adoring angels, with gorgeous rainbow-coloured wings, some of which are throwing incense from jars. Above the altar hovers the Dove throwing down beams of divine light upon the multitude below. Underfoot upon the green grass lovely flowers of all kinds are in bloom. In the background to the left are a company of the Holy Martyrs bearing palm branches in their hands. Near them are bushes covered with wild roses. In the same position on the right are the martyred virgins, headed by Barbara, Dorothy and Agnes; bearing floral branches; near them grow madonna lilies and some flowering shrubs. In the centre foreground is the fountain of eternal Life, the waters of which flow down a jewelled channel in the grass. To the left are ranged a company of the old church: the Jews in front with books, kneeling, the Gentiles, including Homer, Plato and Aristotle, behind, all alike inspired by the rays of Divine Light poured upon them by the hovering dove. On the right are the members of the new Church: the Apostles, including Paul and Mathias, in pink cloaks, fourteen in number, are ranged, kneeling, in front; the popes, bishops, and deacons, and a body of the faithful are behind. In the far background of the picture are seen towns and distant church spires.

FORM III
(New page)

C, age 13 years 8 months. Form III. Examination 83.

BIBLE LESSONS.

O.T., I.—How did Jonathan rally the Israelites against the Philistines? Tell the story.

Saul and his army were on one side of a deep valley called the valley of Elah and opposite him were the armies of the Philistines. And Jonathan said to the young man who was his armour-bearer, "Come, let us cross over unto the Philistines and slay them secretly." So Jonathan and his armour-bearer went over unto the camp of the Philistines. And Jonathan said, "Behold now, I will make known our presence here to the Philistines; and

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if they shall say, 'Stand still, and wait till we come down unto thee,' then shall we stand and wait them; but if they say 'Come thou up unto us,' then shall we know that the Lord is with us this day." So Jonathan made himself known unto the Philistines, and they called out and said, "Come thou up unto us." And Jonathan and his armour-bearer went unto the Philistines and slew fourscore men of them and put the rest in great disorder.

And Saul looked across the valley of Elah and said, "Who is that putting the Philistines to rout; number my men." And then it was found that Jonathan and his armour bearer were gone. So Saul called his men and they crossed the valley of Elah and completed the rout of the Philistines. Jonathan and his armour-bearer escaped unhurt from this brave but daring feat.

2.—Describe the choosing and anointing of David.

And the Lord said unto Samuel, "Behold now, the king, Saul the son of Kish, hath done evil in my sight, for he hath not obeyed the voice of my commandments. Go thou to Bethlehem and take with thee a vial of oil and there make public sacrifice, for I have chosen a son of one Jesse the Bethlehemite to be king over Israel." So Samuel went to Bethlehem and there came to the sacrifice Jesse. And Samuel asked Jesse saying, "I pray you let your sons pass before me that I may see them." So the sons of Jesse passed in order before Samuel. But the Lord spake never a word, and when all the sons had passed before him, Samuel said unto Jesse, "Are these all the sons that thou hast," and Jesse answered saying, "All except the youngest, a stripling, who keeps the flocks in the fields." So David was sent for, out of the fields; and when he came before Samuel the Lord said, "This is mine anointed." And Samuel took his vial of oil and anointed David and blessed him. And David went back to his flocks in the fields.

N.T., 1.—What is said in the Sermon on the Mount about (a), fasting, (b), praying, (c), giving of alms? What have you to say about "the light of the body is the eye"?

(a), (b), (c). The Scribes and Pharisees used to fast, pray, and give alms very publicly and wished people to see and think how well they kept the laws and how good they were. But Jesus preaches strongly against this and tells his listeners to fast privately and not to pray at street corners but alone, neither were they to make a great show of giving alms, but do it without a lot of fuss, neither did it matter, he said, how small was the offering if it was offered with a good spirit. A good example of this was the widow's mite; a certain poor widow cast into the treasury box, near which Jesus was sitting, a mite. There came after a scribe who gave largely to the box. Jesus said to his disciples: "The mite that poor woman cast into the box was ten times the worth of the large sum which the scribe cast in, for it was all she had and the scribe could spare his offering easily." The disciples of John used to fast publicly and often, and marveled at the disciples of Jesus who appeared to fast never, but really fasted in private. During the Sermon on the Mount Jesus taught the 'Lord's Prayer' which gave the people a definite thing to pray which they never had before.

Jesus pointed out very strongly the wickedness of trying to pluck the mote out of your brother's eye when you have got a beam in your own. First, you must rid your own eye of the beam and then try to cure your brother, for 'the light of the body is the eye.'

2.—Give the context,—(a), "Out of Egypt have I called My Son," (b), "prepare ye the way of the Lord," (c), "thou shalt not tempt the Lord thy God," (d), "let the dead bury their dead," (e), Himself took our infirmities," (f), see thou tell no man." Explain two of these phrases.

(a) Just after Jesus had been baptized by John the Baptist the Holy Spirit in the shape of a dove descended from the clouds and a voice cried, "Out of Egypt have I called My Son, in him I am well pleased."

(b) And John the Baptist went about in the wilderness crying, "Prepare ye the ways of the Lord, make his paths straight."

(c) Jesus went into the wilderness and fasted forty days and forty nights and Satan came to him and tempted him three times and the answer of Jesus to the third temptation was, "Thou shalt not tempt the Lord thy God."

(d) A certain man came to Jesus and wanted to become a disciple but said, "Let me first go and bury my father." But Jesus said, "Follow me, and let the dead bury their dead."

(e) This was said by John the Baptist after Jesus had wrought a lot of healing miracles. It was said in great praise of Christ.

(f) Jesus was walking along one day and a leper came to him and begged to be healed. as he had great faith Jesus healed him saying as he went away, "See thou tell no man." But the cleansed leper spread the story of the miracle far and wide not heeding Jesus' injunction.

"Thou shalt not tempt the Lord thy God." Jesus here quoted from the Old Testament as he did in all three temptations. He did it to show that he was not trying to stamp out the old law of Moses, as the Pharisees and Scribes thought he was. He wished to show them, that into the law of Moses love should be read. Also he wished to be rid of the little finikin laws added on to the law of Moses.

"See thou tell no man." Jesus did not wish people to think he wanted to spread his miracles abroad, and so he told the leper to tell no man. Then it could not be said that he wanted to spread his deeds abroad.

DICTATION.

Richard II., Act II., Scene I. This royal throne . . . England.

This royal throne of kings, this scepter'd isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise;
This fortress, built by Nature for herself,
Against infection, and the hand of war;
This happy breed of men, this little world;
This precious stone set in the silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to a house,
Against the envy of less happier lands;
This blessed plot, this earth, this realm, this England.

2.—Write an essay on, (a), John of Gaunt, quoting Richard II. where you can, or, (b), My first trip in an aeroplane.

There are various accounts of John of Gaunt's character. Shakespeare's Richard II. shows us a good old man, rather badly used by the King and Henry Bolingbroke. Richard nearly killed John of Gaunt once, by banishing Henry Bolingbroke, who was John of Gaunt's son. Richard, sorry for the old father, lessened the years of banishment and thereby caused his own fate. John of Gaunt was, perhaps, rather wavering as to which side he should

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take; first he chose one, and then another; this was not nice of him, but he was old and did not, perhaps, quite realize what he was doing.

John of Gaunt in "Long Will" does not present at all a nice character. It makes out in this book that he was not at all nice to poor little King Richard, who was then only about eleven or twelve. Richard feared him, but would not obey him for any coaxing or persuasion. He was a very stern man and had no mercy on offenders.

LITERATURE.

1.—Describe a scene that took place (a) in the Tower, or, (b), at Mile End, "Long Will."

(b) Stephen Fitzwarine and Calote had come up to Mile End, from Kent, with Wat Tyler and Jack Straw, John Ball joining them there. There were many thousands at Mile End, from Kent and Essex chiefly, and a few from Sussex. They were in all positions, some lying down, trying to sleep, others sitting round a wood fire and others still, wandering about, talking earnestly to each other. Stephen, Calote, Wat, Jack Straw and John Ball stood together looking rather grave, for a message had been sent from the assembled people to the young boy king, then only about twelve years old, and no answer had yet arrived. This would rouse the people's anger still more, and that, so the leaders thought, might lead to serious consequences; so they waited anxiously for the belated message. The people's anger was sufficiently roused by the passing of the Poll Tax, on the top of all their other grievances and they might do some cruel deeds, on the spur of the moment, of which they would afterwards repent. At that moment there was a stir in the crowd and a large, magnificent coach came in sight. It was the Queen Mother and her ladies; they were all terrified of the crowd, for they did not know why it was there. Stephen was well known at Court, so he jumped up into the coach. His presence much relieved the ladies, who were thankful to see a familiar and friendly face. Stephen then brought up Calote, saying: "This is Calote, the daughter of the poet, Long Will, and she has promised to be my wedded wife." "Your wife!" screamed the Queen, "that dreadful ragamuffin." Nevertheless she gave Calote a place in the coach and drove on into London. Stephen stood on the step and Wat Tyler was on the box, although the Queen did not know this. In London itself all was confusion, the 'prentices had broken into the Marshalsea Prison, liberated the prisoners, and burnt the Prison. As the coach drove past, pieces of burning timber fell on to the coach and Stephen had great work keeping the coach from setting on fire. At last they reached the Palace, and there Long Will was waiting for Calote. They went home there to meet with further adventures.

2.—Describe the scene in the Duke of York's garden. (Richard II.)

One day the Queen and her ladies were walking in the Duke of York's lovely garden admiring the flowers and trees. But the Queen was sad at heart for the King had gone to Ireland and she felt that evil would come to him. At last she began to cry and her ladies crowded round her sympathizingly, trying in vain to comfort her. "Shall I sing, madam?" queried one. But the Queen shook her head dolefully. Another said, "Madam, shall I play on the harp?" But the Queen began to get annoyed and said sharply, "No." Then again one said, "Madam, I would weep, if it would comfort you." But the Queen made no answer and the ladies retired a little distance away. Just then two or three gardeners came up and began to prune the rose-trees. The Queen slipped behind a tree and listened to their conversa-

tion. The head one of the three, was apparently a very well informed man, for he talked about the State and public affairs as if he knew them all off by heart and he took an optimistic view of things. This quite cheered the Queen up and she went back to her ladies quite happy. The gardeners finished the rose-trees and the scene closes.

ENGLISH HISTORY.

1.—What led to the Battle of Crécy? Describe the battle.

Edward III. was longing to fight with the French, so he made the excuse that he had a right to the throne of France. How he made this claim can be seen by going deeply into a rather complicated genealogical table. Then, having declared war with France, he invaded it after a little sea-fighting, in which the French were badly beaten. The two armies met at the village of Crécy, in the north-east of France. Their numbers were about even, which was rather unusual. The French sent out spies to find out if the English had got a good position. The English were fresh and cheerful for they had had quite a lot of rest, but the French were tired and depressed, for they had marched many weary miles that day. At day-break the battle began, hot and fierce; the Black Prince fought bravely in the thickest of the fight. Once, he was surrounded by the enemy and was in danger of his life; a messenger ran to Edward who was watching from a windmill close by, and asked for help. But Edward hearing that his son was not yet dead, replied, "Nay, let my son win his spurs this day, unaided." The messenger returned to the fray, where he found the Black Prince had beaten his enemies, and was in another part of the field. After that all went well for the English and they utterly beat the French before nightfall. Many French royalties were killed that day, and for the moment France was crippled.

2.—What circumstances led to Wat Tyler's rebellion?

The peasants of England were hard pressed in the time of Richard II. They were heavily taxed and poorly paid for the work they did. The serfs were shamefully treated and often had no money to buy food and clothes. Their lords and masters had to give them a roof over their heads if they worked for them, but they made the poor serfs work frightfully hard for their housing. The people of Kent and Essex listened to the talk of Wat Tyler and several other leaders and began to talk of rising and getting freedom and fewer taxes. The people at court, taking no notice of the unrest in England, went on living a gay and happy life and the Government began to talk of making another tax, the "Poll Tax," a tax of a few pence on every person, over sixteen, once a year; not very much really, but a lot to those poor people. This was like setting a lighted match to a bundle of dry hay. The people were furious, and when the tax was passed by Parliament, and began to be put into use, they began to make preparations for marching to London. Then to crown all the tax-collector struck Wat Tyler's daughter; Wat turned upon the man and killed him; then called all his men from Essex and Kent, and started off on the rebellion.

3.—How did the Countess of March defend the Castle of Dunbar? or, Describe the battle of Halidon Hill.

After the death of the Earl of March, the Countess carried on the wars with her many enemies, very bravely. She rode about the country at the head of her men, fighting when it was necessary. But she was gradually been driven to the Castle of Dunbar, her only remaining stronghold. Once in there things grew from bad to worse; she lost many men, some being

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killed, others dying from sickness and famine. Enemies surrounded the castle and food was difficult to get. Brave men used to venture out to get food, but they very often never returned. At last food gave out altogether and a man betrayed the Castle into the enemies hands; the Countess herself would never have done it; when she saw she had been betrayed she killed herself rather than fall into the enemies' hands. When her enemies entered her room, they found her lying dead, with her beautiful red hair flowing round her.

GENERAL HISTORY.

4.—Describe, with sketches, some prehistoric British remains, saying where they were found and what they tell us of the ways of the people.

The prehistoric remains which we are told about in the chapter for this term are very interesting. They are mostly from the old cave dwellers. Before the humans came to the caves, they were the dwelling places of wild animals, as is seen by the bones of a hyena and a lion or tiger. Then comes a layer of sand and soil, this was caused by a flood. Then again comes the relics of human habitation, such as the bones of a hare and also the bones of humans. Again comes the sand and soil from another flood and then the remains of humans. They are more civilised than the last lot. We find quaint flint knives, beautifully carved, and lots of other relics of flint. This was called the stone age. After then, came wild animals again, as we see from lots of bones belonging to tigers, etc., and to the smaller animals they eat. Next came men again, this time more civilised than ever. The knives and implements are better made and they have rough stone tables and chairs. Some old paintings are found too, but they are not so nice as the French ones. These old British relics are very interesting.

1.—Describe the invasion of France by Henry V. What was the state of the country?

Henry V. was a brilliant and brave soldier and he invaded France with much energy. It was in a dreadful state of famine and pestilence; many died every day and there was nobody to till and plough the fields, nobody to gather in the harvest, nobody to pick the fruit; everybody was a soldier, and many had died. Henry marched through France ravaging the miserable peasants and plundering where there was anything to plunder. Charles the Dauphin had gone to Orleans, his only remaining town. He could not go further north because Henry was there, reigning over everything. Henry easily beat this miserable country till the arrival of Joan of Arc, who altered things for the English greatly.

2.—Write a short account of Joan of Arc.

Joan of Arc was a simple peasant girl who lived in a tiny hamlet far away from the fighting. She used to take care of her father's sheep in the fields. She was very patriotic, and hated to think of the dreadful state of the country. One day when she was in the fields, she had a vision; an angel came to her and said, "Joan of Arc, you are the leader of the French armies." Twice she had this vision, but when she told her neighbours, they laughed at her and told her not to be silly. However, she did not forget, and one day slipped away from her home, without telling her parents, and at last, after many troubles, reached the town where the King lived, or rather, had taken refuge. She went straight to the King, who was at that time only the Dauphin, but was Regent, and told him her visions. The King laughed good-naturedly, but, seeing she was in earnest, gave her a suit of white

armour and a white horse and set her at the head of the small French army. The army which had been very disheartened cheered up the moment that they saw her. Energy seemed to come back to them and they fought bravely. Town after town fell before them and at last they reached Orleans, which they took with great gusto. Joan of Arc led a charmed life, often her steed was shot under her and she was never seriously wounded. Once, however, she was wounded and was taken prisoner by the English; she was kept in prison for months, but she did not mind, for she had kept her promise and had the Dauphin crowned at Rheims. After this ceremony she wanted to go back to her parents, but the French King would not let her and was very ungrateful to her, and here she was landed in an English prison. She was tried and found guilty of witchcraft and was burnt at Rouen by the English. Just before she died a wonderful look came into her eyes and an English soldier who had been torturing her, by throwing brands at her, saw it and threw himself screaming into the fire. She had saved France from the English and although their leader was gone the French stopped the English regaining ground. Her name will ever be remembered in history.

3.—What do you know of Mahmed of Ghazni?

Mahmed of Ghazni was a wild, fierce man who came down from the north of India with wild rushes. The poor villagers would see a cloud of dust coming along the road and they knew their fate was sealed. For the wild men killed all who came in their way and looted all the peasants' belongings. But at last another Rajah stopped him and the villages had peace.

CITIZENSHIP.

1.—How were the Spartan boys taught manners? Write four of the laws of Lycurgus, and show what good effect each should have.

The Spartan boys were very severely taught manners and if they should misbehave in any way, they were severely punished. They had to pay great respect to their elders and leaders. They were taught to be courageous and cool in danger and never to cry out when they were hurt. If they did cry out, they were styled, "Cowardly." When they were born they were exhibited to a kind of counsel, and if they were delicate or deformed they were at once drowned, but if they were whole and hearty they were allowed to live. They were taught that the word of their leader was law and if they disobeyed they were cruelly thrashed, sometimes to death; this was a harsh way to teach them manners. They had to speak quietly and politely to their elders and never speak till they were spoken to.

One of Lycurgus' laws was that no Spartan should travel without a very special permit. This law was made to prevent Spartans traveling abroad and making friends with people of other nations and bringing them back to Sparta. Lycurgus thought this would bring evil into the country he was trying to make perfect.

Another law was, there was to be no gold or silver in the country and he made iron money, and took all the good out of it, so that there should be no desire to steal and melt down the money. Thousands of those iron coins with all the good taken out of them would be useless and did not encourage anybody to steal or hoard.

Still another rule of Lycurgus' was, that when any boy baby was born, it should be exhibited to a counsel and if it was delicate or deformed it was drowned and if it was strong it should live. This was so that all the men should be strong and there should be no delicate ones, who would be of no

use to their country and so that if he went to war he would have a strong army to back him up, and to defend the country.

No Spartan was allowed to eat in private unless he had been hunting and had caught some venison; then he could eat it in private. This was to ensure that no Spartan could be gluttonous or greedy. If a man did not eat anything at the public meal, he was accused of eating in private and was immediately called a coward.

2.—What arrangements does the State make for the education of its children?

The State wishes its children to be properly educated, so it provides good schools, which are properly lighted and ventilated, and good teachers. Every arrangement for their comfort and health is given. At the age of five years they are obliged to go to school whether they will or no. They stay there till they are fourteen, when they are allowed to leave; but even then they must go to night-school; if they are going to be carpenters, or tailors, or tradesmen, or plumbers, or gardeners, or butlers, or footmen, they are trained for it and taught the trade which they have chosen. Children under fourteen are not allowed to do any manual labour, for it is bad for them. At the age of sixteen or seventeen, they are free from education altogether and can work all day if they like.

NATURAL HISTORY.

1.—Show the influence of light upon plants.

Light has a great influence upon plants as is seen in the following examples: Put some seedlings into a blackened box and pierce a small hole through one side. After a few days all the seedlings will have bent over to the hole, through which light comes. Another experiment is to put a plant, in a plant-pot, on a stand, and cover it over with a blackened bell-jar, not allowing the bell-jar to touch the ground. The leaves of the plant will actually turn upside down, so as to get at the light, which, of course, comes from below. Again another example shows us how light influences plants in another way: Put a bean seedling in a pot and keep it in a cellar or a dark-room where there is no light. Put a similar bean seedling in a pot in the open air and watch the progress of both. In a few days look at the one in the dark, it will have grown tremendously tall and lanky but will be of a sickly yellow colour and the leaves will be small and few and far between. Compare this with the out-of-doors bean. It will not be nearly so long as the other but will be a fresh green colour, and will have a sturdy stalk and large strong leaves. This shows us that lack of light does not prevent the growth in length of plants, but prevents them being green and healthy. The plant in the dark economizes its food material for shooting up, trying to reach the light, and does not waste any material on leaves and a thick stalk. Place a seedling in a blackened box and pierce a hole in the side. In a few days the seedling will have grown out of the hole and its leaves will be large and green and its stem sturdy. But lift up the box and the part of the plant underneath it will be lanky and yellow and sickly. In the first example I showed, there were several seedlings in the box, so, as they could not all get out of the hole, none did. If you want a plant to look nice in a room, you must turn it round every day, or else it bends towards the window and does not look pretty.

2.—Describe the behaviour of bees in the hive.

Imagine yourself in a country orchard one day in summer and you see what looks like a plum pudding hanging on a branch. It is thousands of

bees, clustered together. Hold a hive underneath them and gently shake the branch; the whole cluster will fall into the hive, and then quickly turn it right side up, on a table. Within ten minutes the bees begin to work. The worker-bees go out to get honey and others cluster round a larger bee, who is the queen bee. When the worker-bees come in, they cluster round the roof and there stay quietly, till their honey is digested. When it is digested, they begin to make cells for the honey. They do this very cleverly and in a short time there is made the honey-comb we know. While all this work is going on, we notice a number of large cumbersome bees, who get horribly in the way and do no work. These are the male or drone bees. Sometimes in the winter when food is scarce, the female bees kill these drones, because they eat a lot and are no help with the work at all. This seems very cruel, but it is not really, for they would only starve. Soon the queen bee begins to get restless and goes for a flight with 2,000 worker bees in attendance. Then she lays the eggs in the cells the worker-bees have prepared for them. She lays one in each cell and after this lays some eggs in some specially prepared cells. These are the royal eggs and they are princesses inside them. If one princess dies another egg is taken from the worker-bees eggs and put in a royal cell and it becomes a princess. Now the queen-bee appears very unhappy and goes out for long flights with a swarm of bees in attendance and at last one day selects certain of the worker-bees and flies out of the hive, never to return. On they go till they come to a nice hollow tree, or an overhanging roof of a house or barn or shed, and there start all over again in a new home. But to return to the old hive, the eldest princess has just been born and all the bees gather round her as their queen, and now we know the reason the poor old queen went away; her daughter would have turned her out if not. But now another princess is born and she turns the other one out; this goes on all through the family until at last the youngest reigns in peace and life goes on peacefully in the hive.

3.—Describe, with suitable drawings, the special study you have made this term.

I have kept a nature-note-book this term, putting down nearly every day something to do with nature. One day I found a little hedgehog. I followed it back to its hole and have often looked for it since, but have never seen it again. I saw heaps of robins, wrens, tits, thrushes and blackbirds through this term. I have found two bird's nests, a blackbird and a thrush. The blackbird's has four eggs in, but the thrush's had only one in, and that was stolen and the nest pulled to pieces. I made a few diagrams, but not many. One day I found a queer animal that I think was the caterpillar or crysalys of a tiger-moth. We kept it on a bed in the garden, but it died; we fed it with potato and soil. It had huge eyes and a brown head.

GEOGRAPHY.

1.—Give as full a description as you can of the Alps in Switzerland, showing where the great chains lie. Map. (Omitted).

Switzerland might be called a nest of Alps. Taking the Spilgen Pass for starting-point, ranges of Alps branch out in every direction. The Rhætian Alps shoot out, in a V shape, running almost into the Austrian Tyrol. Towards the east and France, the long, high mountains of the Bernese Alps wind. Underneath these, sloping slightly downwards are the Pennine Alps, containing Mt. Blanc, Matterhorn and Mt. Rosa, three famous heights. Running nearly on the boundary between France and Switzerland are the Jura Alps, perhaps the largest and most important range in this

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country. A few more mountain and mountain ranges are scattered about above the Bernese and Rhaetian Alps (*drawing*). They contain a few famous heights such as the Rigi. From the Rigi a magnificent view can be had of the sunrise; but it is not often seen, for on a grey morning nothing is seen, and in the summer it is up so early, that very few people can get up so early to see it. It has not such a beautiful effect in the winter either; so it is only very lucky people who can just get up at the right time in the autumn or the spring who see this beautiful sight. At one moment it is quite grey and nearly dark, up on the huge, silent mountain. But soon you see the tops of the mountains far away below you begin to get rosy and then comes a sudden flood of light, and the sun is up. It sparkles on the snow and reflects itself in Lake Lucerne, which lies at the foot of Rigi, but soon the beauty of it goes and you go down to the hotel, very pleased to have seen it.

The passes of Spülgen and Simplon, are perhaps, the most beautiful passes between Italy and Switzerland. English travellers going from Switzerland to Italy or vice versa used to hire a carriage and drive through one of these passes; but now long railway tunnels have been made through several of these tremendous heights the most famous of which is Mt. Cenis, eight miles long, between Switzerland and France. In one case, the rails are carried over the top of a mountain, for it is much lower than the others.

Beautiful sun-sets may also be seen from the Alps; a sudden flood of brilliant rosy light and then twilight and gloom and chilliness. This is specially seen from the northern Alps, where Heidi out of the book lived.

Lovely flowers are found on the Alps and they make good pasture lands for goats. The peasants who live on the Alps make a good deal out of cheese and milk and almost always keep goats.

2.—Describe the Plain of Lombardy and its cities.

The Plain of Lombardy is in the north of Italy. It contains many lovely cities; Milan, Genoa, Venice, Alessandria and many others. It is a fertile plain upon which vines, etc., grow beautifully. We will start with Milan; it is a gorgeous old city with many lovely buildings and an ancient history. It has a beautiful picture-gallery, among other attractions, in which are preserved the fine pictures of nearly all the famous artists of the world. It has a museum with a famous collection of extraordinary things.

Genoa, a famous port; in old days was a rival to Venice; both strived for the greater power at sea; at last it reached open warfare and Genoa, getting the worst of it, sought help from the King of Constantinople. It received it and in later years helped the Turkish people out of a great difficulty, and in return was given leave by the Turkish Sultan to monopolise the trade of the Black Sea. This gave the Genoese a great pull over the Venetians and though, really, the Venetians had won in actual warfare, the two rivals were about equal. Genoa had Malta, Minorca, Majorca and Sicily and Cyprus and a few other small Islands, and Venice had Dalmatia, which contains many large and small islands and a few large islands in the Grecian Archipelago.

Venice is a lovely city in which there are hardly any roads, they are all water. For the city is built on a lot of small islands and is surrounded by sea. Once a year, in old days, Venice was wedded to the sea; the Duke of Venice throwing a ring into the sea and going through all the proper formalities. This was to show that Venice owed her prosperity to the sea and therefore must pay it due respect. Venice still makes lovely lace and glass and pretty pottery. The gondolas gliding about on the water, take the

place of our taxi-cabs; they are black outside and are beautifully fit up with soft cushions, etc., inside.

Allessandria is the commercial town of the plain, it is newer and more modern looking than the other cities. Padua and Verona are much used in fiction. Shakespeare's "Two Gentlemen of Verona" is very well known and in "The Taming of the Shrew" Padua is brought in a little. Several famous artists and authors have come from there. Bologna is not very noted, except that Polony gets its name from it. It has a college. Parma is the centre of the Parmese Cheese district and Lucerna is the market for the cheese; where it is sold.

3. "The Court was all in a hub-bub." Why? Give an account (short) of the great battle.

The great four days' battle took place between the English and the French and Dutch allied on the days May 30th, 1666, to June 2nd, 1666, between the great plague and the fire. We hear most of the account of it from Mr. Samuel Pepys who writes a good discription of the battle, which he learnt from two friends, who were eye-witnesses. Prince Rupert had been sent off on an errand with half the fleet, because the authorities did not know that the Dutch and French Fleets were out of harbour and when the enemy sprung upon the Duke of Albemarle, his fleet was divided and he had to face ninety enemy ships with sixty of his own. Several of the Admirals pressed a retreat upon the Duke, but he would not yield. Their argument was: they had not nearly enough ships, and they would not be able to use their guns, because they would be to windward. But, however, they went into battle and were beaten. The accounts which came through to London were varied, all told of a brilliant victory and the people were overjoyed. But on the 3rd of June, when it was rumoured that we had been badly beaten, faces fell and joy made way for sorrow. But we had not been badly beaten after all. One sad part, however, was that the ships of which Prince Rupert had command had run on a sandbank and the enemy could not get them off, so they burnt them and their crews. Sir Christopher Myngs was, unfortunately, killed and had a touching funeral of which Samuel Pepys gives us a vivid description. The sailors were devoted to Sir Myngs and Mr. Pepys had a moving interview with some of them. Many brave deeds were done in this battle.

PICTURE STUDY.

Describe Van Eyck's,—"The Singing Girls" and "St. Cecilia playing her organ."

"The Singing Girls" is a very beautiful picture of Van Eyck's. Several beautiful girls, with a very Dutchy kind of face, are standing in various positions singing. In front of them is a beautifully carved reading-desk, the pattern on the desk is St. George killing the Dragon. At each corner are carved, grotesque looking monkeys, or some other kind of curious animal. The girls have their hair loose except for a costly coronet, made of gold and precious stones. They have heavily embroidered dresses and some a gold fringe on the bottom. One has a kind of stole on with a heavy fringe and worked on the stole is an intricate pattern. Even the pattern on the floor is carefully painted in.

In this picture a beautiful lady is sitting playing an old-fashioned organ while at her side stand some girls, evidently the same models as Van Eyck had for "The Singing Girls." They are also dressed in the same way as

the others in heavy expensive robes and coronets of gold and precious stones. St. Cecilia's dress is a marvel of painting. It is made of heavy material beautifully embroidered and set with jewels, it has a wonderful edging made up of an intricate pattern. The key-board of the organ is beautifully painted and the perspective of the organ pipes is wonderful. St. Cecilia's hair is beautifully done, each ripple of it showing up, exquisitely. The pattern of the stones on the floor beautifully managed.

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FORM. II A

(new page)

D, aged 11½. Form IIA. Examination 83 (uncorrected).

BIBLE LESSONS.

1.—In what ways did God feed the Israelites in the wilderness? Tell the story in each case.

When the Israelites had come up from the Red Sea, and where journeying in the wilderness, their food which they had brought out of Egypt was all eaten up, and they had nothing to eat, and they came to Moses crying "Bread, Bread—Give us bread—Oh would to God we had died in Egypt where we at least had bread," then Moses went into his tent to pray to God and the people waited outside, presently he came out saying, "In the evening ye shall eat flesh and in the morning bread, so you shall know I am the Lord." The people ceased crying and complaining and began to hope, the time passes, 4 o'clock, 5 o'clock, 6 o'clock, the suspense is great, then in late evening the sky grows suddenly black and they see a great flock of quails flying so low that they could easily strike them down and eat them, they went to bed not knowing what they would have to eat in the morning. In the morning they draw aside their tent curtains and behold the ground is white with "Manna" which is angels food and they gathered it up just enough for one day and they went to bed that night not knowing what to have in the morn, but every day for 40 years God gave them the "Manna." And another time they had no water and Moses prayed to God, and God told him to strike a certain rock with his rod, and Moses did so, and water poured out, and in all these miracles God wanted to show the people how powerfull He was and they could always trust Him.

A and B 2.—Describe the giving of the Commandments.

When Moses and the Israelites had come to Sinai, and Moses had put a railing round Sinai and told the people to put on their best clothes, God told him to come up and speak to Him, and Moses went and God told him to make sure that the people had done what He had told them—and tell them that in three days he would speak to them—and Moses did so. And in three days God spoke to the people and there was thunder and lighting and a voice from the clouds pronounced the Ten words or Commandments and the people were very frightened and they asked Moses to ask God never again to let them hear his voice. Then God told Moses to come up in the mountain to Him, and Moses went and stayed there for forty days, and God talked to him and gave him the Ten Commandments written on tables of stone.

And when Moses was going down the mountain he turned a corner and he saw the people worshipping a golden calf—which they had persuaded Aaron to make for them, and Moses was so angry that he broke the Tables of Stone.

A 3.—How did God show His glory to Moses? Tell the whole story.

Moses was the man whom God had shown himself most to. He used to come and sit on the top of the Ark between the two Angels. This Ark was in the Holy of Holies (the inner room of the Tabernacle) and only Moses used to meet God there. All Moses could see of God was a cloud. Now Moses so loved God that he wanted to see His face. One day he asked God to show him His face; but God said "No" for "My glory is so great that it would burn you up." "No man may look on My Face till he goes to heaven." However God told Moses He would let all His Goodness pass before him—so Moses had to get in a hole in a rock—and God covered him with His hand whilst He passed, then when He had passed He removed His hand so that Moses could see His back—and somehow Moses was made to feel God's goodness and glory—and when he came from seeing God his face shone so that the Israelites were awed.

Part II, A and B 1.—Give two of our Lord's pictures of the Kingdom of Heaven. Explain each.

(1). Jesus spake unto the people saying—"the kingdom of heaven is likened unto a grain of Mustard which a man planted in his garden, and it grew and grew until it became a big tree and the birds of the air rested on it."

(2). And He spake another parable saying "the kingdom of heaven is likened unto a piece of yeast, which a woman put into her bread, and though it was only a wee piece it made the whole leavened." In both these parables Jesus was showing the people how once the Word of God was so small, and it grew and grew until it spread all over the world and all the people believed it, and were made better for it.

Part II, A and B 2.—What message did St. John the Baptist send to our Lord? What was the answer? Tell the whole story.

Answer (*dictated*). John was in prison and he heard of the fame of Jesus and sent two of his disciples to him saying—"Are you the man who should come, or do we seek another?" And Jesus answered saying—"Tell John all the things you have seen—the dumb speak—the deaf hear—the lame walk—and the dead are raised up again—so the disciples departed to tell John all these wonderful works done by Jesus.

When the men had gone Jesus asked the people what they expected John to be like. Some had thought he would be like a fine king dressed in lovely clothes and having beautiful things to eat—but really he was very poor—wearing camel skins and eating locusts and honey—for he was the messenger sent to prepare the way for Jesus.

Part II, A 3.—How did our Lord instruct His "Ambassadors"?

Jesus called his twelve disciples, and gave them power to cast out unclean spirits and heal all manner of sickness, and the names of the disciples were Peter, Simon, Judas, John, James, Matthew, Phillip, Bartholomew, James, Thomas, Andrew, etc., and he commanded them saying "go and preach the gospel to the Lost Sheep of Israel, heal all manner of sickness, and take neither gold or silver in your purse, neither scrip for the journey, nor two changes of clothes, nor staff, for verily I say unto you the workman is worthy of his hire, and in any house or city where you are not kindly

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treated shake the dust off your feet before you leave there, and you will be brought up before Judges for my sake—but be not afraid because God will take care of you for he knows even how many hairs you have in your head, and God will tell you what to say and do."

DICTION.

Loud is the vale—the voice is up
With which she speaks when storms are gone,
A mighty unison of streams;
Of all her voices, one!

COMPOSITION.

~~A and B~~ 1.—Describe your favourite scene from *Richard II.*

Henry Bolingbroke Duke of Hereford and Mowbray Duke of Norfolk quarrelled because Bolingbroke suspected him of disloyalty to King Richard, at last they were so angry with one another that Richard said they should fight it out, and he appointed St. Lamberts day as the day at the lists at Coventry. On that day the lists glittered with people in holiday apparel, the king was there and John of Gaunt, Duke of Aumerle, and the Lord Marshal, etc., presently the Duke of Norfolk entered the lists all in armour, the king sent the Marshal "to demand the cause of the arrival of yonder Champion." The Duke of Norfolk answered "that he had come to prove that he was loyal to Richard." Then the Bolingbroke entered the ranks and made a fitting answer. Then he said "Good-by" to his friends and the king folded him in his arms, then when the Mowbray had said "Good-by" they took their places and a charge was blown but they came to a sudden halt because the king had thrown down his warder, he commanded them to put down weapons and follow him. When they had done so he banished Mowbray for life and Henry for 10 years. The aged Gaunt showed visibly his grief at his son's harsh treatment, and the king because he loved him plucked away 4 years leaving but 6. John said he would reap little for ere Bolingbroke returned he would be dead, but the king was obdurate and the Dukes departed.

ENGLISH HISTORY.

~~A and B~~ 1.—Describe the Battle of Crecy. What do you know of the Black Prince?

The battle of Crecy was fought on August 20th, 1346 A.D. It is one of the most important battles of English History. When Edward III. landed in France he marched into Flanders where he hoped to receive help from his allies, he got as far as Crecy, but the King of France was close behind with a huge army. Edward divided his army in three divisions, one which was led by his son Edward the Black Prince who was only sixteen years old. The King rode among his soldiers cheering them up. By this time the French army was drawing near, then King Philip sent officers to see how the English army was arranged. They came back and said that the English were well arranged and had had time to rest and he advised that the French should rest for another day, then Philip commanded the army to halt—the front ranks obeyed, but the others would not—saying "they would easily gain a victory over this small army." The battle began between the archers. Philip had with him 15,000 archers from Genoa in Italy who were armed with the "cross bow," the English on the other hand were all armed with the "long bow." It is said that just before the battle a terrific thunder-storm took place, and the Genoese who had been marching very fast let their bow

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strings get wet and when they tried to draw the strings they were slack and would not shoot. The English on the other hand had kept their bows dry in their cases, and when they got them out they shot as true as ever, the Italians were simply mowed down, at last they could bear it no longer and cutting their bow strings they fled. Philip then ordered his cavalry to advance, but they were shot by the archers and then stabbed by the Cornish and Welshmen who were with Edward, then the knights on both sides charged and a great battle began between them, in the midst was the Black Prince and his life was in great danger. Then the Earl of Salisbury sent a messenger to King Edward begging him for help "is my son dead?" asked the King—"not so sir" replied the messenger "but his life is in great danger." "Then he needs no help from me" said the King. "I know he will bear him worthy of his spurs, and indeed the Prince did and it was he and those with him who made victory certain and all most alone Philip escaped from the field of Creçy.

Creçy is a great and important victory for several reasons. First it was a memorable fight, for the French lost that day 2 kings—kings of Majorca and Bohemia—11 princes, 80 baronets, 1,200 knights, and 30,000 men of ranks. Second it no doubt encouraged Edward to go on with the war which lasted 100 years; and thirdly at Creçy was heard a different sound—not the clashing of steel nor the charge of the cavalry nor the groans of the wounded, but the "thunder of canon" for the first time in history gun powder was used. A monk called "Rodger Bacon" is supposed to have invented it. The chief thing about gun powder is that it puts strong and weak on equal terms and no amount of strength will prevent a man from a rifle shot.

What do you know of the Black Prince?

Edward the Black Prince was the eldest son of King Edward III., he was born about the year 1330 A.D. He was a great and warlike prince and he won a lot of victories—chief of them was Poitiers—where he took prisoner Jean le Bon King of France, he also fought against the French in Spain where he took the French leader Du Guesclin prisoner but he did not stay long a prisoner, for the Black Prince—much to his indignation—found that men thought that he kept him prisoner because he was afraid of him, so he let him go for a large ransom. The Black Prince never became king; he died about 1376, 1 year before his father.

2.—Write a short account of King Henry V.

Henry V. was son of Henry IV., he was a great warlike king very like his ancestor the Black Prince, and very open and straight forward. Before he became king he showed his respect for law by obeying Judge Gasoigne and going to prison but unluckily he extended his favour to the bad as well as good laws, in the two previous reigns a sect called the "Lollards" had sprung up. The Lollards were followers of Wycliffe and they taught the people not to believe the priests, saying they led very wicked lives. And the bishops fearfull lest their teaching should diminish the power of the "Pope," persuaded Henry V. to agree to a law for burning the "Lollards." Henry had decided from the first to have a war with France and as heir to Edward III. he claimed the crown of France. France was at this distracted with civil war and the Dauphin offered him the hand of a French Princess and the French province of Aquitaine if he would have peace. But Henry would have all or none and he declared war. Parliament voted money and the church gratfull for Henry's punishment of the "Lollards" gave large sums toward the war. Henry landed in France and

it was then that marching in a enemies county, ill fed and insufficiently clothed his army gained a victory which startled Europe, for Henry defeated the French at the battle of Agincourt. The French had 50,000 men, Henry 15,000, yet rather than have unwilling men Henry told who all were afraid to go home. There is a huge screen in the College of All Souls at Oxford covered with lifelike figures. Henry put it there in memory of Agincourt. Then Henry married Cathrine daughter of Charles King of France, receiving also a promise that he should become king after Charles's death. Then a third expedition had to be undertaken. But the strain was too great and he died at Vincennes.

3.—What do you know of the history of the houses of York and Lancaster? Why were they rivals?

(Answer dictated). The war between these two houses was a most terrible civil war—known as the Wars of the Roses. The leader of the house of Lancaster was Henry VI. of England, son of Henry V. and Catharine of France. Henry was descended from John of Gaunt, Duke of Lancaster, the fourth son of Edward III. On the death of Henry V. Catharine married Owen Tudor—a Welshman. Henry VI. married Margaret of Anjou.

The leader of the House of York was Richard, Duke of York—he was descended from Edmund Langley, Duke of York, fifth son of Edward III., and Lionel, Duke of Clarence, the second son of Edward III.—thus from Edward III. these two great families were descended.

The country was full of soldiers who had returned from the French war and would fight for any one who would give them plunder. The two men who wanted the crown were very ambitious for power and riches and really Richard Duke of York had the best claim. The parties fought, chiefly because they hated each other and also because they loved fighting. The first quarrel between these parties was in the Temple Gardens—the story goes that John Beaufort of Somerset and Richard of York—after their quarrel each plucked a rose—the Duke of York a white one and Beaufort a red—thus it came about that not only in this quarrel but in the war which followed—the white and red roses were used as badges by the rival houses. Some people think Richard really started the Wars of the Roses, because he claimed the throne. At first Richard said he only wanted to be made a sort of protector as the King was rather a silly man, then he hoped after Henry VI. death the people might make him king. But Henry VI. had a little son and the people wished him to rule after his father—so the people divided and some helped Richard and some helped Henry VI.

FRENCH HISTORY.

A and B 1.—Describe how John of France captured Charles the Bad.

Charles the Bad King of Navarre was a great lord of John's court. King John had a favourite Charles de la Cerda to whom he gave many presents, among them were some lands which belonged to Charles the Bad, who was very angry and killed de la Cerda. John was furious with Charles and Charles submitted for a time, but he was only waiting for an opportunity. King John's taxes had caused great discontent in Normandy where the people were not accustomed to pay taxes. Charles thought that the discontent in Normandy would help him in his plans, so he and the Count of Harcourt went to Rouen where John's eldest son who was Duke of Normandy lived, the two traitors pretended to be very friendly with him, but John had guessed their plans and while they were at supper John suddenly came in and mount-

ing the daise said "Let no one move whatever he may see unless he wants to die by this sword." And when they arose and tried to greet him he seized hold of Charles and Count of Harcourt saying "come out traitors you are not worthy to sit at my son's table I will neither eat nor drink whilst you live." Soldiers took them and beheaded Harcourt and threw Charles in prison where he was treated very badly been constantly threatened with death.

2.—Write a short account of Joan of Arc.

Joan of Arc was a peasant girl of Domrèmy, a village in Lorraine and she lived in the reign of Charles VII. of France, one day when she was minding sheep she thought she heard voices telling her to go and save France, so cutting her hair and putting on boy's clothes, she went to Charles at Chinon—she was not told which was the king but she went straight to him and they took this as a signe of her divine message, she was much loved by the soldiers and put courage in their hearts, she went and raised the seige of Orleans then after winning several victory's—she took Rheims and Charles VII was crowned king. Then whilst defending Compiègne—she fell in to the hands of the Burgundians who sold her to the English for 10,000 francs. She was kept in prison for some time then burnt alive in the market place at Rouen.

3.—What do you know of (a) Du Guesclin, (b) the Jacquerie, (c) the Maillotins?

(Answer dictated). DU GUESCLIN.—Bertrand Du Guesclin was a Breton, he lived during the reign of Charles V. of France. He was a very great soldier—ugly and short necked, absolutely fearless, loving to fight, pitiless to the strong and powerful but kind and gentle to the poor. We first hear of him going into Brittany to aid Charles of Blois who was trying to get made Duke of Brittany. The English under John Chandos were helping Jean De Montfort—they fought at Auray where the English were victorious. Du Guesclin was taken prisoner and Charles of Blois was killed. This ended the war for a time—for De Montfort was made Duke of Brittany. Charles V. ransomed Du Guesclin and bade him lead an army into Spain and defend the cause of Henry Trastamare—for there were two men who wanted the throne of Spain. They tried to call this war a Crusade by telling the people of the wickedness of Peter—and Du Guesclin first of all led his army to Avignon to get blessed by the Pope.

Peter was driven from his throne, but he fled to the Black Prince at Bordeaux begging for help. The Black Prince called an army together and defeated Du Guesclin at the battle of Najara—where Du Guesclin was again taken prisoner. He was not a prisoner long, for the Black Prince found to his indignation that men thought he kept Du Guesclin prisoner because he was afraid of him, so he was let go for a ransom. The Black Prince did not rule Aquitaine well and Charles V. ordered Du Guesclin to march against him. Du Guesclin was made Constable of France, and step by step he harried the English out of Aquitaine. Towards the end of Charles V. reign there were troubles in Brittany, and Du Guesclin was ordered to march against the Bretons, but he could not forget his own Breton blood, so he went south instead to attack a tiny fortress which the English still held—whilst besieging it he fell ill and died. Charles V. honoured him with a splendid funeral.

(b) THE JACQUERIE.—The misery of the peasants during the time of Etienne Marcel was terrible. The Free Companies of Soldiers plundered and burnt wherever they went, and many villages which were not fortified used

their churches as forts. At last in despair the peasants arose—in France the peasant is generally called Jacques Bonhomme—hence this rising was called the Jacquerie. They wished to destroy every noble man in the world, and went about plundering and burning all the castles belonging to the nobles. Marcel thought he might strengthen himself by helping the peasants, and sent them some soldiers to help them take the Castle of Meaux where many noble families had fled; but the Castle was too strong and the poor people were defeated and their punishment was terrible and in six weeks the rising was over.

(c) THE MAILLOTINS.—During the reign of Charles VI., in the market place of Paris a poor old woman was selling watercress, and a tax collector came and demanded from her a new tax which was to be raised on everything sold in the market. The woman squealed and men gathered round her and they killed the tax collector. All the people approved of this deed and all the tax collectors were killed by the people who were armed with iron mallets from which they took their name 'the Maillotins.' They also broke open the prisons and set the prisoners free. The princes of the Lilies were powerless to stop them, and a wise old lawyer—Jean de Desmarch—persuaded the Government to pardon the rebels.

GENERAL HISTORY.

1.—What do you know about the Lake Dwellers?

(Answer dictated). When the people wanted to make a home in the lake they began this way—they chose a sunny, shallow part of the lake, and drove in sticks and wedged them with stones, then they built a platform of wood on top of the sticks, on this platform was the hut, made of wood, and lined with mud or clay. Each hut had a fire place and two stones to grind the flour with; to get to the shore they had a draw bridge and over this their cattle had to come. They must have led very happy lives and lived on fruit, for raspberry seeds and apple cores have been found. There were little straw boats to go fishing with.

Lots of necklaces, bracelets and rings have been found, showing how fond they were of jewellery, also well made cups, showing how clever they were. The mothers used to fasten strings to the babies' legs to prevent them falling in the water. These lake dwellings were Swiss. In Central South Africa some people live in the lake houses even now.

2.—Describe, with illustrations, what you have in your note-book under

(a) The Caves, (b) Kitchen Middens.

(a) THE CAVES.—The first inhabitants of the cave left their remains deepest down in one case it was the hyæna who left his gnawed bones in one case it was rhinoceros bones, next it was the baby elephant who left his milk teeth, then a man who went out one day never to return (his favourite food was hare). Then nothing was heard in the cave only the quiet swish swishing of the water, presently the cave became drier and some woolly cubs made their home there or the tiger of the sabre tooth made it his lair, then another pause in the life of the cave and a lot more sand laid down then a layer of earth containing better made and more varied implements such as harpoons made in bone for catching fish and needles also of bone for sewing skins together and necklaces of bone and teeth then we read of lovely drawings and carvings been found in caves in France and stone implements beautifully carved (3 drawings of bones with engraved figures).

(b) THE KITCHEN MIDDINS.—Another set of Prehistoric people have left

their history in their kitchen refuse heaps, they must have led lives such as the Terra del Fuegians life, to-day; their food was oysters or other shell fish and birds they made rough cups out of chalk and carelessly threw away good as well as bad flint knives.

GEOGRAPHY.

~~A 1. Draw a map of Northumberland, and put in three battlefields, the chief towns and rivers.~~

~~(Map with 16 details)~~

~~A 2.—Where do the great coal fields lie? Describe a visit to (a) a mine, or (b) a cotton mill.~~

The great Northern Coal field of Northumberland and Durham stretches from the River Tees to the Coquet then reappears farther north having a length of 80 miles and a breadth of from 10 to 20 miles. The one in Cumberland stretches from Wigton to Whitehaven. And the one in Lancashire from the River Ribble to the Mersey.

A visit to a coal mine. (Answer dictated).

To go down a coal mine, you first of all go down the shaft, that is a round hole in the ground, large enough for a man, horse and cart to get through. Every mine has a mother gate, that is a broad road stretching right through the mine, and a lot of little roads running in different ways lead from it. There are large pillars of coal here and there so the mine looks like a little town. A miner often has to make his way through miles of these passages before he can get to his work; and it is so dark that he has to carry his lamp in his hat, but now many of the mines are lighted by electricity. Every man has his own place and often has to work in a stooping position or even lying down. The coal is thrown into baskets, or trucks, which horses draw towards the great shaft; by means of an engine this coal is raised to the surface. There are many dangers. First, the miner may forget to prop up the roof of his gloomy workshop, then the roof may fall in and crush him. 2nd, the earth's crust is always more or less full of water, so pumps have to be kept at work, to keep the pits dry, even then the water sometimes rushes in and the miners are drowned. 3rd, the air down a mine is more or less poisonous and apt to suffocate the men. 4th, the miner may be burnt to death, as the gas in the coal may escape, and a terrible fire break out if a hewer should come in the way with his lighted candle.

3.—Give a short account of the Battle of Trafalgar.

The battle of Trafalgar was fought on October 21st, 1805 A.D., between the English and the French, off the coast of Spain near Cadiz. After Villeneuve (the French Admiral) had come back from the West Indies he went to Cadiz and raised his fleet to 33 ships of line—against them Nelson had 27 ships but Villeneuve had no hope of victory he had to leave Cadiz and Nelson lay across his path, Nelson did all he could think of to tempt him to come out—the main body of the fleet went out of sight and only frigates cruised in front of the harbour. Nelson was awfully kind and thoughtfull as was shown about the boatswain. On the 20th the signal came that Villeneuve was coming from Cadiz, it was not till the 21st that the 2 fleets saw each other, the French fleet was not well formed. The 21st Trafalgar day dawned clear, there was a light swell coming from the west which gave warning of the gale which shattered many prizes. Nelson approached the french fleet with the wind behind him, the fleet was in two columns like this (diagram). Nelson had kept Capt. Blackwood (leader of

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the frigate squadron) on his ship the "Victory" all morning. Nelson was leading one column of ships and every body knew the risk because for some time before the fleet closed for action the "Victory" would be the mark for a quarter of the French fleet. Capt. Blackwood tried to persuade Nelson to watch the battle from his ship. Nelson would not—then he tried again this time—he proposed that the "Temeraire" should lead—but the "Victory" was a fast ship and once when the "Temeraire" came a little too close Nelson said "I will thank you Capt. Harvey to keep your position which is astern of this ship," he could not give up the dangerous position.

It was a little before Noon that he sent his famous signal "England expects every man to do his duty," by this time the French Fleet was very near, and Admiral Colingwood who led the other column burst through after enduring the terrible fire that Nelson had yet to have. It was then that 7 or 8 ships began to fire at the "Victory" hoping to cripple her, the mizen wheel and sails began to fall, but the "Victory's" moment was coming, and soon her guns began to speak and raked the "Bucenture" from end to end, then "she" turned to another ship the "Retoutable" and lay with guns thundering. Admiral and captain had nothing to do for the time being then Nelson was shot by a sharp shooter, and when Hardy knelt to pick him up he said, "They have done for me at last my back bone is shot through," and they carried him below where he lingered for several hours in awful pain—then he died leaving a glorious victory—for the French had lost 18 ships and the English none.

Spelling
much (new page) FORM IA

E, aged 7½ years. Form IA—Examination 83.

(Answers written by the child, and therefore unusually short. He may have been helped to spell the hard words as children in IA are not expected to write).

BIBLE LESSONS.

1.—Tell how Moses broke the Tables of Stone.

Moses was up Mount Sinai speaking to God, and the Children of Israel were not allowed to go up the mountain because it was Holy. When Moses was coming down he heard an awful sound and Joshua who was with him said (as he was a great soldier) he thought it was a sound of war but Moses did not think so, he said that it sounded like music. Then they saw all the Children of Israel dancing about the golden calf without any clothes on and Moses got very angry and threw down the Tables of Stone and broke them on the rocks of the mountain.

2.—What do you know about the building of the Tabernacle?

All the Children of Israel had to give a free will offering to build the Tabernacle some of the people gave gold silver and brass, and a man named Bezaleel was a cunning worker in precious stones and wood so he did all the carving for the Tabernacle. Aholiab was a very good embroiderer so he did all the embroidering for the Tabernacle.

II., 1.—Tell about the sower.

Once a sower went to sow, and some of his seed fell on the side of the road, and the birds came and ate the seed, and some seed fell among stones, others fell among thorns and were choked, but some fell on good ground and brought forth fruit some an hundredfold some sixtyfold and some thirtyfold.

2.—Tell about the feeding of the four thousand.

Once Jesus was in the wilderness with His disciples, preaching to a multitude, and He asked His disciples how many loaves of bread they had, and they said they had seven loaves and a few fishes, and Jesus said Give me the loaves and fishes for I want to feed the people I don't want to send them away in case they faint on the way, and His disciples said we have not enough bread to feed all these people in the wilderness, but Jesus said that they had, and so they gave him all the loaves and fishes and He blessed the bread and fishes. He gave them to the disciples to give to the multitude and they ate to the full. And Jesus' disciples picked up seven baskets of crumbs after the multitude had gone away.

WRITING.

Write two lines of poetry from memory.

A pert little rabbit once lived in a hole
And just did whatever he pleased.

TALES.

1.—Tell how Doubting Castle was demolished.

Giant Despair lived in Doubting Castle, and Great Heart the leader of the Pilgrims, wanted to kill Giant Despair so he took Valiant and some other men to help him. After they had killed Giant Despair they began to demolish Doubting Castle, they broke the doors the walls and all his rooms, and they found Mr. Despondency and his daughter Much Afraid in one of Giant Despairs dungeons.

2.—Tell how Ulysses fought a wild boar.

Ulysses was living with his grandfather Atolycus, and one day they went a wild boar hunt. Ulysses had his hound Argus with him. The hounds soon got on the scent of a boar. Ulysses began to run after the hounds, then he saw the wild boar hiding among a lot of bushes, and Ulysses came running up to the boar and as he was going to put his spear into it the boar sprang up, and ripped up Ulysses' leg, but all the same Ulysses' spear went into the boar and killed him. Atolycus soon wrapped up Ulysses wound and, when Ulysses got home he was given lovely presents.

ENGLISH HISTORY.

1.—Tell the story of the King who was never crowned.

Little Edward had been chosen to be King, and he was living with his wicked Uncle the Duke of Gloucester, who was very greedy and ugly, and Queen Elizabeth the mother of Edward IV. had another son whom the Duke of Gloucester wanted to have as well, but Elizabeth would not give him up. So at last the Duke of Gloucester had to send a bishop to Elizabeth to try to make her give up her son. When the bishop arrived and asked if Elizabeth would give up her son, she said she would not give him up, but the bishop said he would look after him so Elizabeth after kissing her son over and over again, gave him to the bishop who carried him to the Duke who pretended he

was very pleased. Edward IV. was very pleased to see his brother again, as he had not seen him for a long time. The Duke of Gloucester was not kind to the little boys and he shut them up in the Tower, so Edward IV. was not King at all.

2.—Tell the story of the Field of the Cloth of Gold.

Henry V. had a beautiful palace, and Francis the King of France was jealous, so he said to his men that they would put up a lovely tent, so they went to a field and put one up, which had blue silk on the top, and a sun and a moon that shone for ever, with stars round the silk. One day a dreadful storm of wind arose and tumbled down Francis tent.

3.—What do you know about the burning of old St. Paul's?

Old St. Paul's was burnt in the fire of London, and a lot of school-boys were trying to put it out by throwing pails of water at it, but that did no good, it only burnt much more and one of the boys could read a little book with very small print in it quite easily in the light of the fire. Old St. Paul's had begun to burn on Monday and it was still burning on Thursday till at last it was all burnt down.

GEOGRAPHY.

1.—How do we know the world is round?

We know the world is round from these examples.—Once a Captain went sailing round the world, he never turned back, till he reached the same place as he had started from. Another example is,—Take a ball and stick a pin in it, and then slip your finger round it and you will see that you come back to the pin where you had started from. The world is like a ball or rather an orange because it is flat at the top and bottom.

2.—What do you know of other worlds than ours?

There are eight Planets, some of them are nearer the sun than others. A man named Galileo was an astronomer, and he wrote books all about the stars, but alas! some men did not believe what was in his books and they burnt them and put him in prison.

3.—Mention six countries, three seas and four rivers that you have found on your map of Europe.

COUNTRIES :—Russia, Scotland, Denmark, Ireland, France, Holland.

SEAS :—Caspian Sea, Black Sea, Mediterranean Sea.

RIVERS :—River Elbe, River Thames, River Dwina, River Loire.

4.—Do you know why English soldiers are stationed at Cologne?

English soldiers are stationed at Cologne to guard their country from the Germans.

NATURAL HISTORY.

1.—Describe the twigs of two trees you have looked at.

A Laburnum twig has a funny bluish, greenish, bark, it is a poisonous tree. It has little pointed buds all made of scales like the catkin buds, they are light green, and when they come out they are very soft to feel. Another tree is the Birch which has a dark brown twig with very small buds on it. The Birch has catkins which on a windy day you will see waving in the wind. The branch of the twig is very thin and so are the little branches that join it.

2.—Can you explain how a tree grows?

If you go into a wood you will be sure to find a young Hazel or Sallow willow growing up. Perhaps it may be eaten by rabbits but sometimes it will be all flourishing and be giving leaf mould for grubs, worms, beetles, and caterpillars to eat. The next year it will flower, and in a great many years it will have grown up into a big tree. The tree will get more graceful as it gets to the top because it has smaller branches than the bottom. It feeds on sap which runs up the tree to feed the branches at the top, and then comes down to feed the lower branches. As the tree grows older more rings come in, (rings show how old trees are). If you try to count the rings you will perhaps not be able to, because as new rings come in the old are squeezed together.

2.—Describe and draw the catkins of the hazel and the willow.

The Hazel has yellow catkins named Lambs tails, and when they are old and you pull them, some stuff like pepper flies into your face. The Willow has a grey catkin called Sallow Willow, which is all made of scales and is very soft to brush up and down your face, children call them Silver Pussy Palms (*drawings*).

3.—What use does an elephant make of his tusks, ears, trunk?

The Elephant uses his tusks for fighting his enemies with. He often fights bull elephants with them, and the one who is most likely to win is the one who can drive his tusks into his enemy first.

The Elephant uses his ears for flapping them about to keep the flies and dust away and for his own enjoyment.

The Elephant uses his trunk for catching his enemies, when he smells them (for the chief sense of an elephant is scent) he runs after them and catches them in his trunk then he kneels on them or stamps on them.

some of I have endeavoured to afford the reader a bird's eye view of the work of the Parents' Union School in the examination papers for a term, done by five children, one in each of the forms, excepting the highest, VI., and the lowest, I.B. It has not been possible to introduce mathematics, English grammar, maps, diagrams, drawings, etc., on account of the difficulty and cost of reproduction. To publish these examination papers is rather a bold step, because education is usually conducted *in camera*, save for the results of those public examinations for which a few pupils are entered from most schools. It is probable that many readers of this pamphlet may produce better work than that of the P.U.S. throughout their several schools; even so, if we induce the publication of a few such

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sets of papers something will have been accomplished. These papers are uncorrected and the reader will notice occasional errors in statement and in spelling, but not often, I think, in style, because it is natural to children to write well. Errors in pointing occur I think where teachers have taught punctuation. Perhaps we may claim that each one of these little essays (of which there are scores) is characterised by freshness and originality; even the stalest subject sparkles under the pen of a child, because children have fresh ways of looking at things; we are told teachers of large classes that work on this method find the labour of correction interesting, because each paper has its own character. It may be objected that the above are picked papers, probably the best in the whole school; that is certainly not the case, but if it were there is no impassable gulf between the best and the worst. ~~Except for the cost of books, which the parents should defray,~~ The expenses are *nil* in Elementary and small in Secondary schools. Classics, Mathematics, 'laboratory Science' and perhaps modern languages are so well taught in most Secondary schools that I have thought it necessary to deal only with the more or less literary subjects, including divinity, history, civics, geography, and some science.

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